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ABSTRACT

The emergence of the community and junior college as an established element of a system of higher education is unique to the United States. The rapid growth of the system can be attributed to three main factors: the idea of the two-year college as instruction oriented in contrast to the research orientation of universities; the constant increase in economic wealth after the Civil War which enabled the country to support more students in college and required a more educated workforce; and a widespread belief in the "American Dream," which includes the notion that society is obligated to provide education for the social and individual good. Four distinct ideological stages can be identified in the development of the two-year college. During the first stage, in the latter part of the 19th and early 20th century, university leaders embraced the two-year college as a place in which the university might unload its burden of adolescents, thereby freeing the university for the higher and loftier pursuit of scientific research. The second stage of the movement occurred between World War I and World War II when leaders became committed to the concept of a two-year college independent of the dominant university. This stage was marked by a concern for the "terminal" student. Following World War II, a third stage emerged in which citizenship training and general education were promoted to develop national unity and common social values. During this stage, proponents of the two-year college did not forget the worker coming out of the terminal programs, but also supported the elevated goals of preparing loyal and better educated citizens. In the last and current stage, an emphasis on the liberal arts gave way to a new concern for the vocational and transfer functions of the two-year college. (JMC)

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The Origins and Evolution of the Two-Year College from Colonial Times to 1950

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INTRODUCTION

The emergence of the community and junior colleges as an established element of the American system of higher education is unique to America.[1] Only a few of these two-year colleges existed any where in the world in 1900.[2] Yet, by 1956, the United States had established 467 of such colleges, with over 869 thousand enrolled students (see tables 1&2, graphs 1,2,3 &4). This rapid growth can be attributed to three main motivating factors, although many subordinate factors can be identified.

The first of the three main factors was the idea of a two-year college. The idea originated through a succession of university presidents who envisioned the university as a place for research, and not necessarily for teaching. This became the impetus for the establishment of two-year colleges in several areas of the nation for teaching and not research.[3] The second factor was the constant increase in economic wealth after the Civil War in the United States. The rising productivity enabled the country to support more students in college. However, it also required an increased supply of workers with the education to design, control and repair the machinery of production. These two motivating factors by themselves were ineffective as the initiators of the two-year college. However, when combined with the concurrent emerging "American Dream" the possibility of the two-year college was becoming more of an eventual reality. The social structure of this country allowed the two-year college to exist because of the "The American Dream". This social structure, unique to democracy, from its origins nurtured the workable education idea. One of the beliefs in this dream is that inbred in every stratum of our society, education is for

the social and individual good and that society is obligated to provide as much of it as any individual can profit from or desires.[4] This "American Dream" was the third and cementing factor between these two factors that for all practical purposes resulted in the inception of the two-year college. From this, the two-year college originated, first as a junior college then later, as this paper will summarize, as the community college. Early in its history the two-year college emerged discreetly and innocuously driven by non-benevolent and non-academic motives into a viable system that today continues to evolve. This paper will review the first three of four developmental stages including some of the ideologies, individuals, events, and growths that occurred throughout the years.

STAGES OF IDEOLOGICAL DEVELOPMENT(OVERVIEW)

Although its origins are obscure, the two-year college movement began with concerns relating to educational and social efficiency. It has attempted continually to prepare a social class that would otherwise have remained uneducated, and been overlooked by our industrialized society and thus, become unemployed or underemployed. With the consistent objective of preparing educated citizens four distinct phases have developed, each with unique events, spokesmen, ideologies and points of emphasis.[5,6]

The first developmental stage occurred during the latter part of the nineteenth and the early twentieth century. During this period, prior to any formal two-year college existence various events occurred as preparatory for its inception. One of its origins occurred when university leaders who headed the movement embraced the two-year college concept as where the university might unload its burden of adolescents. Their goals were to free

the university for the higher and loftier pursuit of scientific research primarily. The universities of the time borrowed heavily from the educational designs in Germany while noticing the advantages of more social stratification or class distinctions in the United States. One pervasive thought was that higher education could only be advanced by stratifying or labeling various educational levels pursuant to a student's talent.[7]

The second stage of the two-year college movement occurred between World War I and World War II. Leaders emerged who were committed to the concept of a two-year college independent of the dominant university. Although, concerned with social efficiency, these leaders struggled with the problem of so-called "terminal students" who were aspiring to the traditional baccalaureate degree.[7] Terminal programs of study were developed for this group. However, an increasing part of the student population continued to reject these terminal programs and prefer transfer to four year colleges.

After the World War II the third stage of the two-year college movement occurred. Germany, after two disastrous wars was no longer an education model for emulation. Also, the increased fear of communism generated an American want to seek out the enemy, both foreign and domestic. Citizenship training and general education were promoted to develop national unity and agreed to common social values. Proponents of the two-year college did not forget the worker coming out of the terminal programs but also supported the elevated goals of preparing loyal and better educated citizens.

The last and current stage of the two-year college movement, is a concern for preparing an orderly society and the students educated for specific employment.[8] The "open door" has become the hallmark or while at times imparting a stigma of weakness and non-collegiate status to others.[9] If the students are underprepared, then the institution upgrades these students for their planned careers. The emphasis is on technical and vocational education, particularly for the terminal student. No longer do community college leaders try to elevate their position with claims of producing a new class of citizens. Instead, less pronounced is the liberal arts curriculum as it once was, with a new emphasis on upgrading all students in preparation for careers in pre-professional fields or progression to the four year college.

As distinctive as these four stages are in the growth and transition of the two-year college into junior college and community college, their differences have in common the concern for a social cure in a specific class of citizens. These two-year college movements were the best hope for providing education for the general masses while assuring less local stratification within an ever-increasing efficient society. Yet, for all of its claims of academic rejuvenation and infliction of social change this two-year college movement has been very conservative when compared to the university. The primary goal of these phases in the two-year colleges was to improve one's social stability and not the induction of social change.

STAGES

THE ORIGINS OF THE Two-Year COLLEGE, CIVIL WAR TO 1920

The first and longest stage of the two-year college evolution lasted from 1850 to 1920. During this period prior to any formal two-year college

existence various events occurred as preparatory for the inception of the two-year college. The two-year college that would occur toward the end of this time period originated as a collected extension of many situations, on of which was the university.

The colleges and universities at the start of this period were predominantly private. Then, in 1862 and again 1890 the Morrill Land Grant Acts were passed to establish public universities in every state and broaden the base of higher education. This helped to break the monopoly of the Medieval curriculum -- Quadrivium & Trivium -- held on American higher education.[10] However, many of these new public universities were agricultural institutes, little resembling modern universities, they did provide a lower cost alternative to private colleges. These universities were also pioneering the idea of service to the broader community through agricultural and general extension divisions. The land-grant institutions taught students and subjects heretofore excluded from higher education, thus giving merit to the concept of "the peoples college". Access for a wider range of the population was increasing as programs were introduced to teach a greater number of subjects and occupations. These ideas and activities at the time were unheard-of and scorned by the private colleges and universities.[11]

During these years the idea of the two-year college separate from the university was conceived and completed. Several individuals were associated with the development of the idea that the first two years of American liberal arts training were not collegiate but belonged more appropriately in the secondary schools. Among the presidents and administrators who helped start two-year colleges were Henry Phillips

Tappan, President of the University of Michigan ; William Watts Folwell, President of the University of Minnesota; William Rainey Harper, President of the University of Chicago; David Starr Jordon, President of Stanford; and Alexis F. Lange, Dean of Education at the University of California, Berkeley.[12] They worked independent of each other toward creating the two-year college as separate institutions from four year colleges and universities. However, they did not all share the same beliefs regarding what the new two-year colleges should do.[13] Most believed that the function of the new colleges should be to separate the lower division students and relieve the university of the necessity of teaching students at that level.[14] The German gymnasium served as a model for the two-year college's new role in higher education.[15]

The German gymnasium, also called a pre-university or preparatory school, is generally regarded as a prototype of the early American community college. The concept of the gymnasia in the United States were schools which overlapped between the older version grammar schools and the liberal arts colleges. Students completing the gymnasia entered specialized training in the German universities normally at the age of nineteen. France and England --the lycee and the "public school"-- had schools similar to these to prepare students for college and university level work.[16,17,18]

Tappan and Folwell did not succeed either in eliminating the "secondary" years at their universities, or in encouraging the widespread development of extended programs in the high schools.[19] It remained for President William Rainey Harper, in 1892, to separate the first and last two years of the new University of Chicago into the "Academic College" and the

"University College". Four years later, these titles were changed by Harper to "junior college" and "senior college," perhaps the first use of these terms according to historians.[20] He saw the associate degree as a reward for the student who had completed the initial two years of college, but might not show potential to go further in college.[21] Harper is,also, credited with strongly influencing the foundation of several public and private junior colleges ,most notable, Lewis Institute of Chicago (now Illinois Institute of Technology)[22] in 1896 and Bradley Polytechnic Institute in Peoria in 1897.[23,24,25] Aside from these achievements he obtained the addition of two years to the Joliet High School program in 1901. Joliet Junior College became an extension of the Joliet High School system with an affiliation to the University of Chicago. Eventually, Joliet Junior College separated from both the secondary and university controls and served as a model for other two-year colleges seeking autonomy.[26] It became the first Junior College and thus remains until today the oldest public or private extant public junior college.[27]

In 1907 California became the first state to support the two-year college movement or idea.[28] A new law enabled a high-school board in any California high-school district to add two years to the traditional four-year high-school course. In 1910, the Fresno High School adopted the state's first extended college program and is considered the second oldest public junior college still in existence.[29] The enabling law provided the first state and county support for junior college students on the same basis as that provided to high-school students. Other legislation would be passed by the California legislature to provide for the organization of an independent junior college district with its own governing board, budget and operating

procedures. By 1919, of the thirty-nine known junior colleges in the country, twenty-one were in California.[30] Later legislation equated the first two years of California's junior college work with the first two years of university work, extended public education to the thirteenth and fourteenth years, and endorsed the concept of having public institutions of higher education available locally.[31,32]

The historical literature is vague in naming the first two-year college, public or private, ever formed in this country. According to Jesse Parker Bogue, former President of Green Mountain Community College in Vermont (1946-1958) and Eells (1941), Lasell Junior College in Auburndale, Massachusetts founded as Lasell Female Academy in 1851, offered two years of standard collegiate instruction as early as 1852. The college claims to be the oldest privately controlled junior college existing today.[33,34] Also, Franklin College, the liberal arts division of the University of Georgia in 1859, was designed for the freshman and sophomore years of college life.[35] The plan began operating but its finish was interrupted by the Civil War, causing the University to suspend operation. After the University reopened in 1866, the plan seemed to have been forgotten.[36] The search for the earliest junior college by historians is made difficult because no early definition had been accepted, expressed or practiced. After the title was invented, there appears to be strong agreement that the first public junior college established in connection with a high school was in Goshen, Indiana, but later was discontinued.[37,38] The first associate degree (Associate of Arts) issued by a junior college still in existence was Stephens College in Missouri in 1912 to eight women. However, the first public junior college to award the degree was the Junior

College of Kansas City, Missouri, which conferred the Associate of Arts degree on one man and seven women in 1916.[39]

This period ended when the AAJC (American Association of Junior Colleges) was founded in 1920.[40] Another historical turning point was the Smith-Hughes Act in 1917. This law was passed by Congress during a boom period of high school enrollments and marked an important precedent for governmental intervention in the two-year college movement.[41] This legislation was the first federal act to provide support for vocational education for both public secondary schools and junior colleges.[42,43] The bill intended to help students who were less-academically able to gain post-high school education.[44] Various conditions were either in place in higher education when the bill passed or were taking hold that would form the logic and rationale to continue support for the two-year college.

The first influence to benefit the two-year college movement was the expanding university. This followed the Smith-Hughes Act causing the universities to experience rapid growth and the unhealthy tendency to large classes. The large university classes reduced individual attention and closer contact to students thus making the smaller classes of the junior college more attractive and productive. Other changes in various sections of higher education around the country occurred during this time. The normal schools of the day, for example, offered collegiate work aside from purely pedagogical subjects, and became junior colleges.[45] Second, the extension of the high school seemed to be "an additional step in the evolution of our system of public education". Third, a four-year college to weak to offer a strong four-year program would for practically consolidate into a two-year college. One example was Vincennes University in Indiana

founded as Jefferson Academy in 1801. It incorporated as a university in 1806 and operated during the nineteenth century as a four-year college and teacher training school. In 1873, they began limited course offerings from four years to first two years of college and in their catalogue of 1889 referred to itself as a junior college but without ever changing its name to this date.[46,47] This consolidation of collegiate years from four to two became especially true for small religious and black four year colleges.[48] Because of these many varied influences converging from a multiplicity of ideas and situations, the two-year college became in a way an amputated part from and no longer the "step child" of the university and four-year college.[49]

THE EXPANSION OF SEMI-PROFESSIONAL PROGRAMS, 1920 - 1945

The second phase of two-year college evolution represents expansion into the concepts of terminal and semiprofessional programs between 1920-1945. These programs had become more accepted with the passage of the Smith-Hughes Act of 1917 and the foundation of the American Association of Junior Colleges in 1920.

This period from 1920 to 1945 was no calmer socially than the three previous decades. Following the "war to end all wars" came the previously unexperienced prosperity of the "roaring twenties" only to be followed by the "Great Depression". During this era, when great hopes were challenged by bitter realities, the ideological stance behind the two-year college movement remained unchanged. The economic depression of the 1930s led many to question the capitalistic structure of the American society. It seemed to convince two-year college proponents that the educational design

they were proposing would help the nation maintain an orderly, efficient, industrial society.[50] The two-year college was advocated particularly during the depression to ease unemployment and reduce crime and generally advance what was called the "social intelligence" and "economic efficiency" of the nation.[51]

The most important topic discussed by two-year college leaders and spokesmen during this period was "terminal education".[52] Whereas Harper, Jordon, and Lange viewed the junior college as an effective selection device for the university, their concern was primarily for students preparing for university work. Now, the new generation of spokesmen for the junior college addressed the needs of those junior college students who would go no further in their education. This "terminal group" of students, consisted of 60 to 75 percent of all junior college students, was seen to need a special type of education. These needs of these terminal students were different from the education required by the smaller "preparatory" group who were foreseeing transfer to four year colleges and universities.[53]

While two-year college leaders tried to explain the concept of terminal education in simple terms, it was often no simple concept. They attempted to divide the concept into two components: vocational education, or preparation for jobs; and general education, to prepare students for good citizenship often called "social intelligence". Curricula, they argued, should be designed to reflect the dual nature of terminal education, that is, general education and good citizenship. But, it became impossible to separate the two types of education.[54] Despite this

> . . . . they remained united in the concept, not because of any agreement on actual curricula proposed as terminal education but because of

> the idea that something had to be done to improve the lot of a social class unfit by nature or circumstances to receive a university education. In the main, it was their agreement upon the nature of men and the necessary structure for society that permitted them to campaign for terminal education. They wrote less of "efficiency" and more of "intelligence", but their view of man and society was not far from the elitist, social Darwinist, efficient society envisioned by Harper, Jordan and Lange.[55]

Of all those writing about two-year education from 1920 to 1941 three stand out as the most prolific prolific and most quoted: Leonard V. Koos, Walter Crosby Eells, and Doak S. Campbell. All three were professors of education: Koos at the University of Chicago, Eells at Stanford, and Campbell at George Peabody.[56] If Harper, Jordan and Lange can be considered the prophets of the junior college movement, then Koos, Eells and Campbell can be considered its generals in the field.[57] One of their accomplishments was bringing the AAJC to national prominence as the coordinating center for the junior college movement from 1920 to World War II. Robert M. Hutchins' involvement in the movement spans these two stages. Hutchins followed Harper as president of the University of Chicago and was a foe of practical education as the major work of higher education but agreed that higher education should be available to everyone. He refused to accept, however, the idea that the junior college curriculum should be any different than for those preparing for the university. All should receive identical educational treatment in the thirteenth and fourteenth grades. This position, of course, was directly opposed to the main direction of the two-year college thought, that is, practical education for the two year college student.[58]

One of the strong advocates of semiprofessional education during this period was President William H. Snyder of Los Angeles Junior (now City) College, founded in 1929 and almost immediately the largest of all junior colleges nationally. Under his direction, fourteen semiprofessional programs were established. He continued to point out that at least 50 per cent of junior college graduates did not continue their studies, thus making semiprofessional courses as important as transfer courses. He further believed, however, that if the junior college was to be truly collegiate, it cannot allow itself to become merely a center for exclusively vocational education. He contended further that it must have well established courses to embrace cultural as well as utilitarian subjects.[59]

Several influences seem to have contributed to the rapid expansion of occupational education programs in the junior colleges of this period:

> 1. The leadership of state agencies for vocational education, started under the Smith-Hughes Act of 1917 and other related federal legislation, was especially effective in states that considered the public junior colleges to be part of the secondary education spectrum.
>
> 2. The widespread unemployment during the depression of 1929-1937 encouraged the spread of occupational education. It was realized that specific training beyond the high school level gave an applicant a competitive edge in the job market.
>
> 3. The increased use of automation required workers with higher levels of technical skills and the junior colleges were quick to organize the related training programs.[60]

In face of these developments, the junior colleges branched into activities which were neither secondary education nor higher education in

the classic sense. The junior college now began to achieve a separate identity and a unique set of purposes.

CHANGING EMPHASES POST WWII PERIOD TO 1965
(THE EMERGENCE OF THE COMMUNITY COLLEGE)

The end of World War II marked the start of the third phase, that is, the community college concept. This third phase in two-year college developments in addition to existing junior-college mission statements was to service the adults of the community at the end of the war and the returning older veterans. This started the formation of a different type of two-year college, that is, the community college. During this phase the rapid growth in college enrollments emphasized once more the transfer function of the junior college to bring increasing importance of the institutions as part of the total system of higher education (see graph 3 & 4, table 2). This continued until 1965 when the fourth and current phase of today's two-year college started.

The two-year college was now undergoing another change in structure. The community college, from this change, would now exist for reasons different from the previous junior college. This development required the further addition of adult education and community services to the two-year concept. Again, this expanded scope of operation had been dimly foreseen by some of the early junior college advocates and steps toward its realization had occurred prior to 1940. The drop in day class enrollments during World War II and the nationwide emphasis on training for defense work stimulated the colleges to engage in community action as a temporary measure.[61] The offerings proved so valuable to so many segments of the population, however, that the colleges continued them after

the War. These permanent and additional curricular offerings completed the development and branching of the two-year college concept into today's dual community college and junior college educational systems.[62]

The immediate post World War II period saw a demystification of higher education, occasioned by the democratization of access The Servicemen's Readjustment Act (1944) popularly known as the G.I Bill of Rights, was the first post-war large-scale legislation package to avoid massive unemployment among returning veterans and open the collegiate door for many new individuals.[63]

> The G.I. Bill provided a form of scholarship for veterans. While entitlement to the money rested on military service, and while the voucher went to the education institution, the bill; however, represented a major step toward breaking the financial access barrier to higher education for millions of Americans.[64]

The GI Bill marked a milestone in the federal financing of higher education. Although the period following the War placed emphasis on the academically qualified, many social and economic barriers were broken by the returning veterans. No longer was it the norm that only the intelligent and/or well-to-do student could attend college.[64] The GI Bill broke these restraints and prepared the way for later commitments on the part of the federal government that no one should be denied access to higher education because of financial need. Later federal programs of direct student aid would have an enormous effect upon the community college's enrollment, student body composition, programs, and overall missions.[65]

Interest also strengthened for other reasons. It was no coincidence that the interest in general education waned during and immediately after World War II Within the two-year college movement the studies by Johnson

and Reynolds were symptomatic of the popularity of general education.

> Perhaps it was the nation's second confrontation with German efficiency, with the particular perversion of order and social unity apparent in Nazism, served as a harsh reminder that the development of the individual needed attention too. Or perhaps the very contrast between super-efficient powers call the for a type of civic education insuring even a greater amount of mass conformity, which was advocated under the euphemism of 'general education'. Neither of these radically different theses can be wholly supported nor wholly disputed by the meaning that general education held forth the spokesmen of the community-junior college movement during this period.[66]

Two of the most active two-year college spokesmen during these years were John W. Harbeson and Walter Crosby Eells of Stanford University. Harbeson of Pasadena Junior College and a strong advocate of the four year junior college, was convinced that the war showed a greater need for citizenship training than for technicians.[67,68] Eells concurred that the development of the right kind of person was far more important than developing mere vocational skills.[69]

Supporters of the two-year college were emphasizing the importance of World War II as stimulating the development of programs of a vocational and technical nature. But, they also acknowledged the lack of a wholesale shift in ideology of the movement toward technical training. If a shift occurred in respect to general versus technical education, it was slightly in the direction of general education, without losing sight of vocational education.

After the War, with the nation confronting a new enemy, Communist

Russian ideologies seemed to pose a greater and more immediate threat than its armies.[70] Educators believed that the need for solid social citizenship training was greater than ever. Leland Medsker at Wright Junior College (1936-1938) and past Assistant Director of the Bureau of Occupational Research and Guidance for the Chicago Public Schools (1938-1946), defended general education in 1952 because it was teaching youth to stabilize their emotions and look at the world realistically. He further stressed that general education was necessary to defend against internal disintegration as well as external aggression.[71,72] This supported a growing belief, that, higher education was a method of promoting patriotism and anti-communism.

The events of World War II reinforced the need for vocational training, but the boost to the idea of citizenship training was greater. The increased presence of older adults in community junior colleges during the war and the influx of veterans after the war (about 47 percent of the 1947 total college enrollment) presented the college with a large group of practical minded students (see table 2). These students were more job-orientated than traditional students, although many had vocations in mind that required a bachelor's degree.[73]

A Commission on Higher Education was founded under President Harry S. Truman in 1946 and chaired by George F. Zook then Commissioner of Education.[74] The commission set out to identify the undereducated and how their levels of development might be increased. The Commission's report, Higher Education for American Democracy, stated that nearly seventeen million men and women over nineteen had stopped their education at the sixth grade or below. Approximately 1.6 million or sixteen percent of high

school age were not attending their high school classes and two-thirds of the eighteen and nineteen year olds were not enrolled in any school. At Least thirty-two percent of the population, the Commission estimated, had the mental ability to complete an advanced liberal arts degree or some form of specialized professional education.[75,76] The statistics confirmed that one-third of the community junior college student population could successfully transfer to and complete the classical baccalaureate programs at a four year college or university. This stressed the importance of placing the remaining students into appropriate technical non-transferable programs.[77]

The Commission made important recommendations in hopes of attracting more of the general public to higher education. They called for the elimination of barriers to higher education that existed previously on the basis of race, creed, ethnic origin, economic and family backgrounds. It further advised expansion of opportunity in non-academic subjects. The colleges' previous orientation toward verbal skills and intellectual pursuits were to be expanded into training for the trades and other vocations.

The main mission of the public community colleges was designated by the Commission to provide terminal education and vocational training for students. It also recognized that the education of youths was only one aspect of the community college function. It called for increased opportunities in adult education and evening offerings. The Commission's recommendation of the name "community college" was favored by two-year college spokesmen as well as its emphasis on general education.[78] The Commission viewed general education much as the two-year college leaders did, that is, both as a deterrent to social disintegration and as a promoter of

unity.[79]

> The failure to provide any core of unity in the essential diversity of higher education is a cause for grave concern. A society whose members lack a body of common experience and common knowledge is a society without a fundamental culture; it tends to disintegrate into a mere aggregation of individuals. Some community of values, ideas, and attitudes is essential as a cohesive force in this age of minute division of labor and intense conflict as special interests.
>
> The crucial task of higher education today, therefore, is to provide a unified general education for American youth. Colleges must find the right relationship between specialized training on the one hand, aiming at a thousand different careers, and the transmission of a common cultural heritage toward a common citizenship on the the other.[80]

The Commission also concluded that lack of money was keeping many students from attending college. They feared if college fees went beyond a minimum amount, only those from higher income categories could continue to afford the cost. During this period, the federal government's allocation for colleges and universities was less than one-half of one percent of the gross national product.[81] The Commission also called for increased funding of public colleges. Further recommendations included increasing the number of community colleges, expanding their activities, and placing the responsibilities of their financial support primarily in the hands of local sources. Americans up to this point encouraged higher education for an elite class and of them only those who had the wealth to attend college. This practice was not to be in best interest of the country, and needed to change,

the Commission concurred.[82,83]

The educational programs recommended by the Commission were opposed by Robert M. Hutchins, whose views about the junior college was somewhat outdated at the time. It seems difficult to understand why he opposed its statement on general education. The general education plan of the day was now supplanted by changes that in concept were in line with his original beliefs, that is, functional, practical, and behaviorally, orientated general education programs for all two-year college students.[84]

Jesse P. Bogue, a major figure in the community junior college movement during most of the 1950s, went beyond the Commission's report. He believed that the extended period of education, that is , higher education was justified solely on the basis of helping individuals find their proper niche in a complex society. The types of programs recommended by this Commission for all of higher education --functional, practical, behaviorally orientated programs--were already in place, in whole or part, within the two-year college system of the community junior colleges of the country.

Three factors have been responsible for the increase in applicants to two-year colleges. First, various subsidies for education were provided to the veterans of World War II and later, service veterans. Second, there has been a noticeable increase in the number of students who graduated from high school to seek college. Third, the products of increased birth rates -- the war babies -- increased the number of applicants. [85,86]

SUMMARY

The origin of the two-year college in the United States was without fanfare, organization, direction and rooted in European higher education philosophy. Educational movements and social changes accelerated the onset of this transitional college concept that proliferates today in a mode far different from its traceable origins or trends. Five patterns existed in the origin of junior colleges in the United States: (1) the upward extension of high schools and academies; (2) relief for the universities from the burden of educating lower division students; (3) the transformation of many church-related colleges from four-year to two-year institutions; (4) the evolution of educational institutions intended initially to bring advantages to young adults in rural areas; and (5) the creation of junior colleges by philanthropic groups or individuals.

University educators and administrators were the first proponents of the two-year college concept for political and in some cases non-ethical reasons. The original two-year college concept was preparation of students for the four year college curriculum. Since then, it has expanded to include pre-professional programs. The history of today's two-year college is intertwined with various changes in names, ideology, leadership trends and social acceptances.

From colonial times until 1900 the federal government except for some major legislation such as the Morrill Acts excluded itself from most of higher education. Public money from federal and local sources until then was scarce to nonexistent but since has changed. This influx of money

changed the enrollment patterns and numbers of students that attended (see table 2, graphs 2,3 & 4). The massive student influx generated a growth in the number of two and four year colleges (see table 1, graphs 1 and 2). The junior college in various forms and states of administration was the dominant two-year college until World War II. Other two-year colleges existed for various reasons but either withered into nonexistence before then or were changed to four year colleges or renamed eventually as community colleges.

These community - junior colleges have increased (table 1) from and been guided by major trends in educational reform that reflected the hopes of the larger American society. The dominant social value placed upon efficiency, social intelligence and an educated work force has underscored the public's gradual acceptance of this movement. The community college's name and operation that originated with WWII remains the dominant two-year college within the country (table 1, graphs 1,2). Although these institutions have proliferated, more important, are its contributions to major educational trends, educational reform and the reflections of the hopes and fears of the larger American society this movement has spawned for all.

World War II caused the junior college to go one step further by the addition of community determined courses and evening course offerings in addition to the curricula offered by the junior college. The Truman Commission and the GI Bill catalyzed a change in thinking regarding higher education. From these and other developments evolved the general belief that all Americans should have access to higher education.

The objective of this paper was to review some major two-year college origins through the review of selective trends, legislations, spokesmen and social forces.

ENDNOTES

1 JUNIOR COLLEGE herein is implied in the classical sense as a two year primarily transferrable curriculum to a four year college or university unless redefined by changing historical citing,content and ideas throughout this paper. Community college will include the same however with additional courses directed at the community in addition to offering adult education courses, and remedial courses. - a junior college that is under local public control. These two terms have lacked any consistency throughout both of their histories.

2 TWO YEAR COLLEGE synonyms at various times through history: junior college, community college, city college, technical institutes, trade-technical college, people colleges, six year high schools, normal schools, county normal schools, democracy's college, county college, anti-university college, county teachers colleges, poor-man's college.

3 Sub-categories of junior colleges: state junior college, local public junior college, the junior college maintained as a branch of the university, the church-related junior college, the independent private institution, and the proprietary college.

4 Thornton James W. , Jr. The Community Junior College, 3rd. ed. (New York: John Wiley & Sons 1972), 47.

5 Ibid. 47-55.

6 Goodwin, 13-15.

7 TERMINAL STUDENT: an individual completing a one or two year curriculum at a two year college without any plans of transferring to a four year institution. Usually these curricula contain non-transferrable courses. These students are awarded associate degrees relative to their field of study.

8 Goodwin, 15.

9 OPEN DOOR: a non defined term that is used as seen fit by various institutions. In general, it denotes the college as having lower entrance standards or criteria than those accepted in the geographical area's four year institutions.

10 Vaughn, George B. Pursuing the American Dream: A History of the Development of the Virginia Community College System. (ERIC,ED 285 619, Virginia State Dept. of Community Colleges, May 87), 3.

11 Goodwin, 19 and 31.

12 Palinchak, Robert. The Evolution of the Community College, (Metuchen: The Scarecrow Press, Inc. 1973), 41.

13 Edwards, 13.

14 McDowell, Floyd Marion. *The Junior College: A Study of It's Origin, Development, and Status in the United States*, excerpted ,in Diener, T. Growth of an American Invention: A Documentary History of the Junior and Community College Movement. Contributions to the Study of Education Series, No. 16. (Westport: Greenwood Press, 1986), 76.

ENDNOTES (cont.)

15 Lange, Alexis F. "The Junior College--What Manner of Child Shall This Be?", in Diener, T. Growth of an American Invention: A Documentary History of the Junior and Community College Movement. Contributions to the Study of Education Series, No. 16. (Westport: Greenwood Press, 1986). 66-70.

16 Edwards, 24.

17 Diener, 24 - 25.

18 Palinchak, 37.

19 Ibid., 59.

20 Thornton, 48.

21 Diener, 49-52

22 Currently a four year institution.

23 PUBLIC TWO YEAR COLLEGE: Controlled by boards, the members are either elected by the citizens or appointed by publicly elected officials with revenues mainly derived from tax sources.

24 PRIVATE TWO YEAR COLLEGE: Controlled by boards selected by some non-governmental agency or by members of the board itself. The financial support comes largely from nongovernmental sources: endowments, gifts, grants from private organizations and tuition fees.

25 Palinchak, 25.

26 Zwerling, L. Steven. Second Best: The Crisis of the Community College. (New York: McGraw-Hill Book Company, 1976) 64.

27 PUBLIC VS. PRIVATE TWO YEAR COLLEGES: The sharpest distinction or differentiation is on the basis of control and not sources of financing.

28 Lange, Alexis F. "The Junior College, With Special Raference to California", in Ogilvie, William K., and Max R. Raines. Perspectives on the Community-Junior College. (New York: Appleton-Century Crofts, 1971), 94.

29 Palinchak, 79.

30 McDowell in Diener, 77-78.

31 Lange, in Ogilvie, 94.- 100.

32 Vaughn, 4

33 Palinchak, 24.

34 Thornton, 50.

35 Mitchell in Diener, 28.

36 Thornton, 50

ENDNOTES (cont.)

37 Diener, 62.

38 Thornton, 51.

39 Palinchak, 66.

40 Thornton, 58.

41 Edwards, 26.

42 Cohen, A.M., & Brawer, F.B., The American Community College, 2nd. ed.(San Francisco: Josey-Bass, 1984),.21 & 206.

43 Zwerling, 56.

44 Edwards, 26

45 NORMAL SCHOOLS: Educated teachers , ex., founded by Horace Mann in Lexington Massachusetts in 1839. These curricula were variable and for two years.

46 Palinchak, 25 - 26.

47 Landrith, 28.

48 Norris, 1.

49 Goodwin, 91,92.

50 Ibid., 93-94

51 Edwards, 22-24.

52 These programs graduate terminal students that usually do not transfer as credit to a four year college.

53 Goodwin, 94.

54 Ibid., 150-153.

55 Ibid., 95.

56 Ibid , 95.

57 Ibid., 12-20.

58 Ibid., 131-134.

59 Thornton, 53.

60 Goodwin, 24 - 28

61 Thornton, 55.

62 Edwards, 22-24

63 Vaughan, 7.

ENDNOTES (cont.)

65 Ibid., 7

66 Goodwin, 239.

67 FOUR YEAR JUNIOR COLLEGE: Proposed by many others that involved grouping the last two years of senior high school with the first two years of college, thus a four year junior college.

68 Goodwin, 122, 123.

69 Ogilivie, 125-126.

70 Goodwin, 241.

71 Medsker, Leland. L. "Junior Colleges in This Period of Crisis", Junior College Journal, 23, (Jan, 1952: 249-256): 251.

72 Goodwin, 139.

73 Ibid., 244-246.

74 Vaughn, 7

75 U.S. President's Commission on Higher Education, Vol. I, "Establishing the Goals", in Diener, T. Growth of an American Invention: A Documentary History of the Junior and Community College Movement. Contributions to the Study of Education Series, No. 16. (Westport: Greenwood Press, 1986): 43-49.

76 The 1946 Commission conclusions were based in part on the consideration of results from the Army General Classification Test. This test was administered prior to and during the War to approximately 10 million candidates for induction into the Army.

77 Goodwin, 252.

78 U.S. President's Commission on Higher Education, Vol. III, "Organizing Higher Education", in Diener, T. Growth of an American Invention: A Documentary History of the Junior and Community College Movement. Contributions to the Study of Education Series, No. 16. (Westport: Greenwood Press, 1986):137-140.

79 U.S. President's Commission on Higher Education, Vol. I in Diener, 131 - 135.

80 Ibid., 43-49.

81 Edwards, 28.

82 Goodwin 31

83 Edwards, 26-30.

84 Goodwin, 244-245.

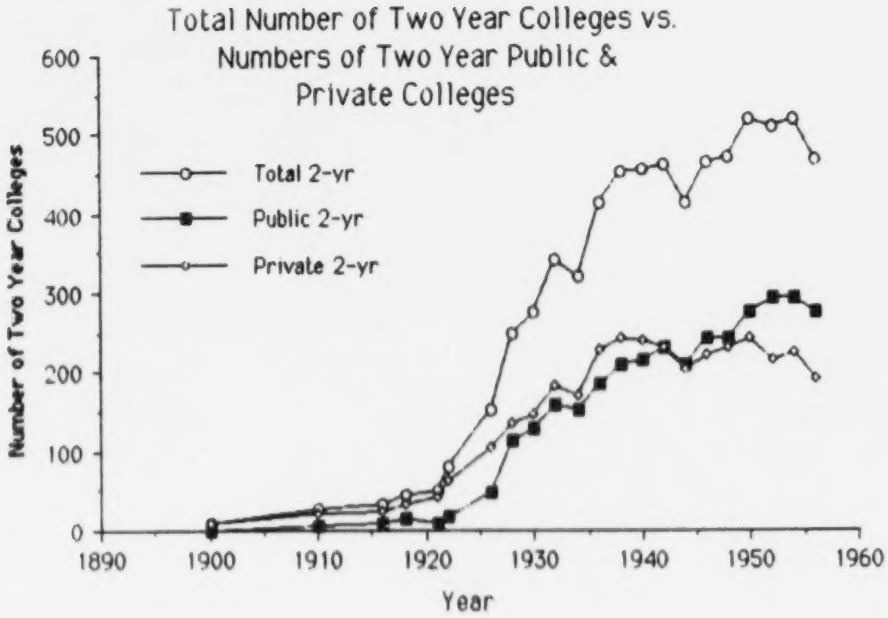
85 Reynolds, James W. The Junior College. (New York: The Center for Applied Research in Education, Inc., 1965.),1.

ENDNOTES (cont.)

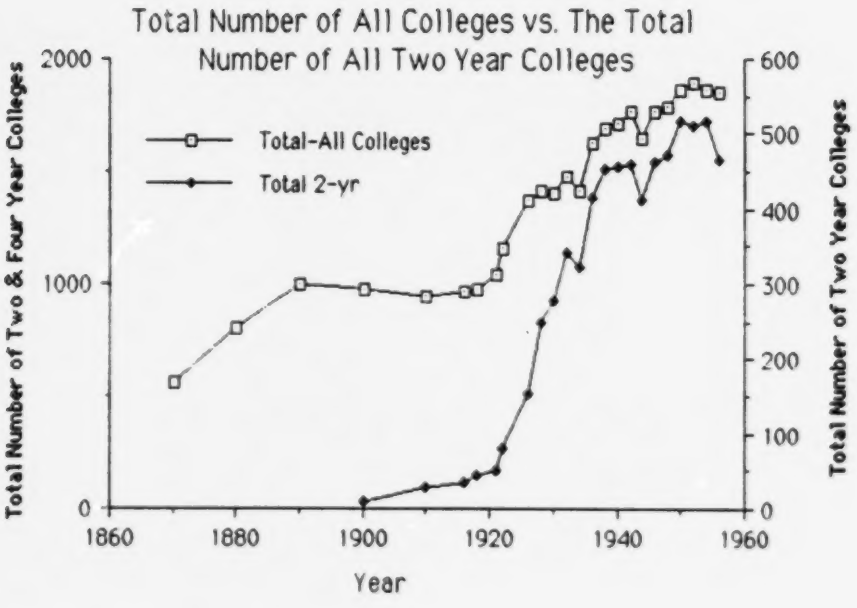
86 Ibid., 1.

Graphs

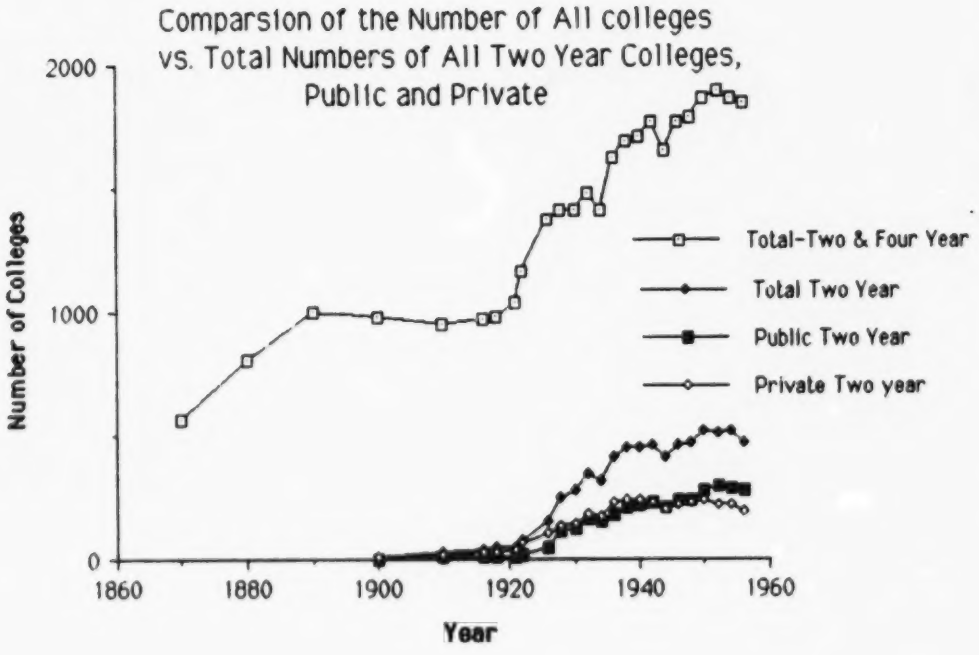
Graph 1



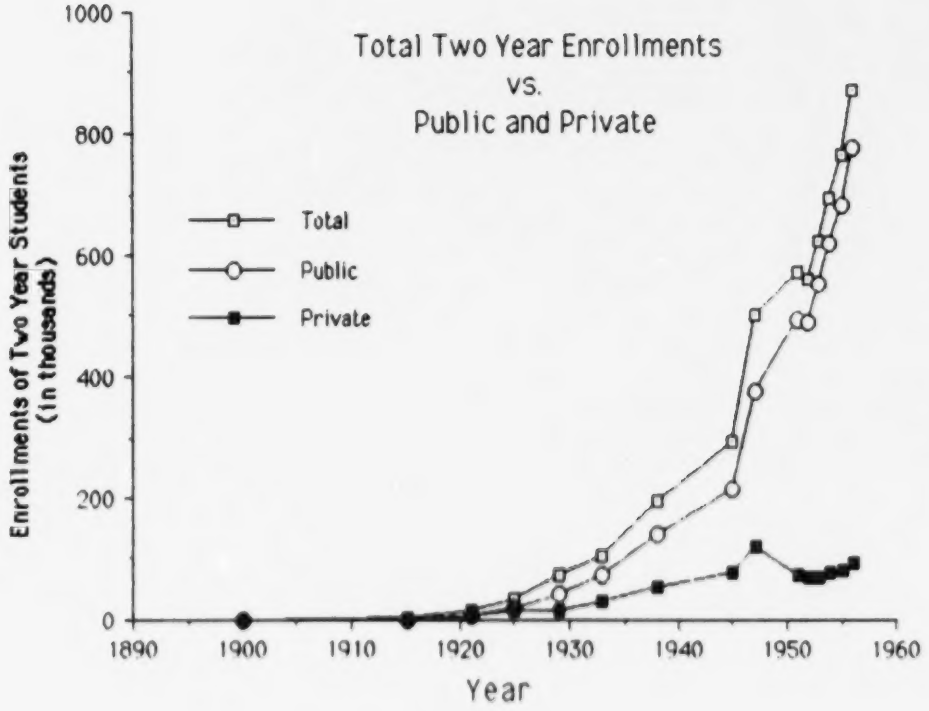
Graph 2


Total Number of All Colleges vs. The Total Number of All Two Year Colleges
Total-All Colleges
Total 2-yr
Total Number of Two & Four Year Colleges
Total Number of Two Year Colleges
2000
1000
0
600
500
400
300
200
100
0
1860
1880
1900
1920
1940
1960
Year

Graph 3


Comparsion of the Number of All colleges
vs. Total Numbers of All Two Year Colleges,
Public and Private
Number of Colleges
2000
1000
0
1860
1880
1900
1920
1940
1960
Year
Total-Two & Four Year
Total Two Year
Public Two Year
Private Two year

Graph 4


Total Two Year Enrollments
vs.
Public and Private
Total
Public
Private
Enrollments of Two Year Students
(in thousands)
1000
800
600
400
200
0
1890
1900
1910
1920
1930
1940
1950
1960
Year

TABLES

TABLE 1

NUMBER OF TWO-YEAR COLLEGES AND TOTAL COLLEGES FROM 1956 TO 1870

Year	TOTAL 2 & Four Year	Two-year Colleges		
		Total	Public	Private
1956	1,850	467	275	192
1954	1,862	518	293	225
1952	1,891	511	294	217
1950	1,863	518	275	243
1948	1,788	472	242	230
1946	1,768	464	242	222
1944	1,650	413	210	203
1942	1,769	461	231	230
1940	1,708	456	217	239
1938	1,690	453	209	244
1936	1,628	415	187	228
1934	1,418	322	152	170
1932	1,478	342	159	183
1930	1,409	277	129	148
1928	1,410	248	114	134
1926	1,377	153	47	106
1922	1,162	80	17	63
1921	1,041	52	10	42
1918	980	46	14	32
1916	970	34	9	25
1910	951	28	7	21
1900	977	8	0	8
1890	998	.....	.....	.....
1880	811	.....	.....	.....
1870	563	.....	.....	.....

Sources: U.S. Bureau of the Census, Historical Statistics of the United States: Colonial times to 1970, Part 2, Washington D.C., 1976 and unpublished data,
AACJC, A Summary of Selected National Data Pertaining to Community, Technical and Junior Colleges, 1991.

TABLE 2

TWO-YEAR COLLEGE ENROLLMENT
1956 TO 1900

[in thousands, except percent]

Year	Total	Public	Private	Percent in Public 2 yr colleges
1956	869	776	93	89.2
1955	765	683	82	89
1954	696	618	78	89
1953	622	553	69	89
1952	560	489	71	87
1951	572	495	76	87
1947	500	378	121	76
1945	294	216	78	73
1938	196	140	56	71
1933	107	74	32	69
1929	74	45	15	57
1925	35	20	15	57
1921	16	8.3	7.6	52
1915	2.36	.59	1.77	25
1900	.10	0.0	.10	0

Sources: U.S. National Center for Educational Statistics, Digest of Education Statistics annual and unpublished data

AACJC. A Summary of Selected National Data Pertaining to Community, Technical and Junior Colleges, 1991.

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